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ABSTRACT

The current debate about education seems centered in concerns about scores on local, state, and national tests as preludes to entering the workforce fully prepared. In this exploration, stories about leadership, control of learning, civic life, and literacy are used to help refocus the educational debate. Our concerns should be how to create identities that will enable students to work within our social structures and to make the future more inclusive, more caring, and more just than in the past. Discussion of literacy education has focused for too long on matters of technique and economics. The focus must shift to consideration of how people should live together and how they can negotiate the meanings of the texts they read. Critical literacy education must enable those who have been silenced in the past to tell their stories and those who have been privileged to tell their stories in new ways. Question-centered curriculum, dialog about differences, and participation in civic life can help children see themselves as community members. Seven chapters are entitled: (1) "Preparing To Teach and Lead"; (2) "Seeing the Importance and Limits of Ownership in Learning"; (3) "Arguing about the Control of Classrooms"; (4) "Changing the Rationale for Schooling"; (5) "Understanding Critical Literacy"; (6) "Developing Critical Literacy Education"; and (7) "Talking Back to Critics." A bibliographic essay reviews the sources on which the book is directly and indirectly based. (SLD)

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